DOCUMENT RESUME

ED 192 850 JC 800 537

AUTHOR Clemans, Bettie; And Others
TITLE A Study of Community College State Associations.
INSTITUTION Arizona Coordinating Council on Resource Development.
SPONS AGENCY Arizona Assoc. of District Governing Boards, Phoenix.; Arizona Community Coll. Presidents Council, Phoenix.
PUB DATE 7 Apr 80
NOTE 35p.

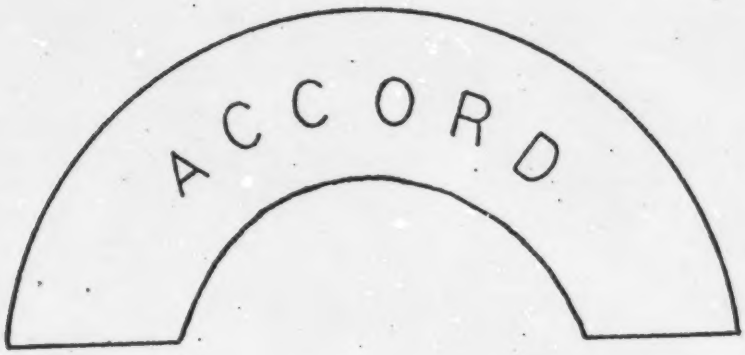
EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Administrative Organization; *College Presidents; *Community Colleges; Educational Legislation; National Surveys; Personnel Needs; *Professional Associations; Professional Development; *Staff Utilization; *Trustees; Two Year Colleges

ABSTRACT

In order to determine if paid professional staff should be added to its organization, the Arizona Association of District Governing Boards conducted a study involving: (1) a review of the literature concerning state associations for community college presidents and trustees; and (2) a survey of these organizations within the 25 states that, like Arizona, provide community colleges with locally elected or appointed governing boards. The objectives of the study were to examine the organization and staffing patterns of the state associations and to determine the range of activities engaged in by those organizations with paid professional staff. Major findings indicate that associations within states having a large number of colleges were more likely to hire professional staff. The activities engaged in by these professionals varied with the size of the budget, but centered around six categories: arranging state association meetings and conferences; coordinating and/or conducting professional development workshops; directing annual orientation sessions for newly appointed governing board members; preparing informational newsletters; serving as a liaison with other state educational constituencies; and monitoring legislation. The survey report presents summary conclusions and brief descriptions of the community college system in each of the 25 states examined. (JP)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED192850



ARIZONA COORDINATING COUNCIL ON RESOURCE DEVELOPMENT
(ACCORD)

A STUDY OF COMMUNITY COLLEGE STATE ASSOCIATIONS

Submitted to

ARIZONA COMMUNITY COLLEGE PRESIDENTS COUNCIL
(ACCPC)

Study Requested by

ARIZONA ASSOCIATION OF DISTRICT GOVERNING BOARDS
(AADGB)

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Bettie Clemans

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

April 7, 1980

ACCORD AD HOC STUDY COMMITTEE
Bettie Clemans (Central)
Phyllis Edamatsu (Western)
Art Evans (Pima)
Errol Hicks (Eastern)

JC 800 537

PREFACE

At a meeting of the Arizona Association of District Governing Boards held on October 12, 1979, a discussion was held concerning long-range planning for AADGB and its future. The subject of possibly adding a professional staff for the organization was reviewed, and the following Resolution was passed:

> "RESOLVED to ask the Arizona Community College Presidents Council to utilize the expertise of ACCORD together with the services that might be offered by staff at the State Universities and conduct a comprehensive research effort into this question."

The questions to be researched included:

"1. What states have associations with professional staff?

2. If states have associations with professional staff, do they also have a State Board similar to what we have in Arizona?

3. What has been the track record and accomplishments of those organizations with professional staff?

4. What were the goals and objectives of associations that have professional staff?

5. What were the specific responsibilities of the professional staff of such an association."

The Arizona Community College Presidents Council reviewed the request at its November meeting. Dr. Mel Everingham, ACCPC President, formally requested the Arizona Coordinating Council on Resource Development to undertake the research in his memo to Bettie Clemans, ACCORD President, on November 15, 1979.

The Arizona Coordinating Council for Resource Development is a professional association of Arizona community college personnel interested

in improving the institutional research and development of two-year colleges. ACCORD functions under the direction of the Presidents Council with institutional membership in ACCORD open to all two-year colleges in Arizona and other parties interested in furthering research and development activities in two-year colleges.

At a meeting of the ACCORD Executive Committee on November 19, 1979, an ad hoc committee was appointed to conduct the study.

Members of the committee contacted Dr. Richard C. Richardson, Jr., of Arizona State University, and Dr. Raymond Schultz of the University of Arizona for their assistance. In addition, members of the committee met with staff of the American Association of Community and Junior Colleges and the Association of Community College Trustees in Washington, D.C., in December, 1979.

Grateful thanks is extended to the many people who contributed their time and information and sent documents and materials which helped to make the compilation of this study possible.

TABLE OF CONTENTS

	PAGE
Preface	1
Introduction	1
Research Methodology	1
Analysis	7
Recommendations	10

LIST OF TABLES

Table I	Public Two-Year Colleges Governed by Local Boards	2
Table II	Organizations and Staffing Patterns	4
Table III	District Assessments Using Spring 1978 Enrollments	13
Table IV	Alternative District Assessment Plans	14

APPENDICES

Letter of Inquiry	APPENDIX A
States with Locally Elected Community College Governing Boards	APPENDIX B
States with Appointed Local Community College Governing Boards	APPENDIX C
States with State Level Control of Community Colleges	APPENDIX D
Letter, dated November 7, 1979, from Dr. R. C. Richardson, Jr., Professor and Chair, Department of Higher and Adult Education, Arizona State University	APPENDIX E
Bibliography	APPENDIX F

A STUDY OF COMMUNITY COLLEGE STATE ASSOCIATIONS

INTRODUCTION

The development of community colleges in the United States has been in direct response to local needs for post-secondary education. Organizational structure of community colleges in each state has been influenced to a great extent by the overall organization of the educational system in the individual state, and by the state structure of other public services. As a result, each state has a slightly different organizational structure for its community colleges.

Probably one of the most significant influences on state structure is the degree of state control versus local control of the individual community colleges. Thus, in order to identify those states whose experience with state associations might be of value to Arizona, it was first necessary to identify states organized with local community college district governing boards. This group of states was further divided into those having locally elected governing boards and those having appointed local governing boards.

RESEARCH METHODOLOGY

A review of the literature identified several items which address the subject of state trustee associations. In particular, the report, "Patterns of Responsibility, Statutory Requirements of Community College Local Boards of Trustees" by Dr. Marshall W. McLeod, prepared for the Association of Community College Trustees, provided an overview and detailed information.

A report by Dr. Richardson, "A Study of District Governing Boards" prepared for the State Board of Directors for Community Colleges of Arizona and the Arizona Association of District Governing Boards help further to establish the framework for the study.

Using names, addresses and telephone numbers garnered from a variety of sources, a letter of inquiry was sent to community college state organizations and presidents organizations (see Appendix A.) Telephone calls were made to a number of individuals. From the many responses and information gathered, along with other literature on the subject, a clearer picture began to form.

A list of public two-year community colleges governed by local boards is shown in Table I.

TABLE I
PUBLIC TWO-YEAR COLLEGES GOVERNED BY LOCAL BOARDS

STATE	Members Elected	Members Appointed	No. of Districts	No. of Campuses
Arizona	x		9	18
Arkansas	x		6	6
California	x		106	112
Colorado		x	12	16
Connecticut		x	12+5TI	21
Florida		x	28	36
Illinois	x		39	51
Iowa	x		12+4VT	28
Kansas	x		19	19
Maryland		x	17	19
Michigan	x		29	33
Mississippi		x	16	18
Missouri	x		10	15
Nebraska		x	6	13
New Jersey		x	16	16
New York		x	38	38+8TC
North Carolina		x	23+37TI	60
Ohio		x	23+10UBC	50
Oklahoma		x	15	15
Oregon	x		13	13
Pennsylvania		x	14	17
Texas	x		47	60
Washington		x	23	27
Wisconsin		x	14+16TI	50
Wyoming	x		7	7

NOTE:
TI=Technical Institute
VT=Vocational/Technical
TC=Technical College
UBC=University Branch Campus

Information in Table I was taken from McLeod's "Patterns of Responsibility" ACCT, Washington, D.C. (which was derived from Sandra L. Drake, ed., Community, Junior & Technical College Directory 1978.) Also used was information contained in the Community Junior and Technical College Directory, 1979 (Fontelle Gilbert, ed.)

From these data, it is possible to summarize the structure of those states with elected local governing boards (see Appendix B), and those states which have appointed local governing boards (see Appendix C.) Also summarized is information regarding organization of the remaining states (see Appendix D.)

In reviewing the information contained in the foregoing materials, some interesting conclusions can be readily drawn. Of the twenty-five states who have local governing boards, there are eleven which hold local elections for governing board members; the remaining fourteen states use a variety of systems for appointing members of their local governing boards. It is also interesting to note that a number of states make a distinction between their two-year institutions, with those which are established mainly for technical or vocational emphasis listed separately from the two-year junior college.

In looking closely at the organization and staffing patterns of those states listed in Table I which have local governing boards, a great variety of organization format and patterns was discovered.

A summary of organization and staffing patterns for the twenty-five community colleges with local governing boards is contained in Table II.

TABLE II

ORGANIZATIONS AND STAFFING PATTERNS

STATE	ORGANIZATION	TYPE	STAFFING PATTERN
A. STATES WITH LOCAL BOARD ELECTION			
ARIZONA	Arizona Association of District Governing Boards (AADGB)	corporate	None
	Arizona Community College Presidents Council	informal	None
ARKANSAS	Association of Community and Junior Colleges in Arkansas	informal	None
	Presidents & Chancellors Committee	informal	None
CALIFORNIA	California Community and Junior College Association (CCJCA) (umbrella-type organization)	voluntary corporate	Executive Director and full staff
	Association of California Community College Administrators (ACCCA)		
	California Community College Trustees (CCCT)	corporate	Executive Director and staff
ILLINOIS	Illinois Community College Trustees Association (ICCTA)	statutory	Executive Director and staff
	Council of Presidents	informal	ICCTA staff assists
IOWA	Iowa Council of Area School Boards (ICASB)	corporate	Executive Director and staff (3 fulltime)
	Merged Area Superintendents' Association (MASA)	informal	None
KANSAS	Kansas Association of Community Colleges (KACC) (umbrella-type organization)	non-profit education corporation	Executive Director and staff
	Administrators' Organization	informal	KACC staff assists
MICHIGAN	Michigan Community College Association (MCCA)	non-profit education corporation	Executive Director and staff
	Presidents Committee		
	Trustees Committee		
MISSOURI	Missouri Association of Community Junior Colleges (MACJC) (umbrella-type organization)	education organization	Executive Director and staff
	Presidents Group		
	Trustees Group, and other advisory groups		

OREGON	Oregon Community College Association (OCCA) (serves both Trustees and Presidents)	voluntary	Executive Director and staff
	Council of Presidents, Department of Education (separate organization)	state	State staff
TEXAS	Texas Public Community/Junior College Association (TPC/JCA) (Presidents & Chancellors)	constitution	Director
	Texas Junior College Teachers Association (5000 members) (TJCTA)	corporate	Executive Secretary and staff
	Texas Association of Junior College Boards and Administrators (TAJCB&A) (meets once a year)	informal	
	Texas Junior College Association (meets once a year with TJCTA)	informal	
WYOMING	Wyoming Community College Trustees Association (WCCTA)	informal	None (Chairmen of Assn. provide necessary secretarial assistance)
	Council of Presidents	informal	None

B. STATES WITH APPOINTED LOCAL BOARDS

COLORADO	(State Coordination)		
CONNECTICUT	(State Coordination)		
FLORIDA	Florida Association of Community Colleges (FACC) (umbrella-type organization for all facets) Trustees Commission Administrators Commission	professional education association	Executive Director and staff
MARYLAND	(State Coordination)		
MISSISSIPPI	Mississippi Junior College Association (Presidents and sub-organizations, e.g. deans, student personnel, trustees, etc.)	constitution and by-laws	None
NEBRASKA	Nebraska Association of Community College Trustees (NACCT) Council of Presidents	voluntary	Executive Secretary, Legislative Counsel ½time Asst. Exec.Sec.
NEW JERSEY	(State Coordination)		
NEW YORK	Association of Boards and Councils of the Two-Year Colleges of the State University of New York (ABC)	By-laws	Executive Director and staff

NORTH CAROLINA	North Carolina Trustees Association of Community Education Institutions, Inc. (NCTACEI)	corporate	staff provided by association management company
	North Carolina Presidents' Association	informal	None
OHIO	(State Coordination)		
OKLAHOMA	Oklahoma Association of Community and Junior Colleges (OACJC)	statutory	None
PENNSYLVANIA	Pennsylvania Association of Colleges and Universities (PACU)	state	Full staff headed by Executive Secretary
	Commission for Community Colleges		80% of staff time
	Pennsylvania Federation of Community College Trustees		20% of staff time
	Pennsylvania Federation of Community College Presidents		
WASHINGTON	Trustees Association of Community Colleges (TACC)	corporate	Administrative Assistant & secretary (1/3 time)(2/3 paid by state funds)
	Washington Association of Community Colleges (WACC)		None
WISCONSIN	Wisconsin Vocational, Technical and Adult Education Administrators Association (WVTAEAA)	statutory	None
	Wisconsin Vocational, Technical and Adult Education Boards Association		None

ANALYSIS

Three patterns emerge from a review of the information from states with local governing boards concerning association activities for trustees and for presidents, and the relationship between local district governing boards and State Boards. The three main patterns discerned are listed as follows:

1. State Community College Associations serving as umbrella-type organizations for administrators, trustees, staff, faculty and/or student organizations. In most of these cases, some form of delegate assembly is established to govern this type of organization.

2. Separate Presidents organizations and trustees organizations, with coordinating ranging from informal communication between the two groups to sharing of paid staff.

3. States which are totally state controlled with no or little local in-put in governance.

The type of state organization and staffing pattern of professional staff appears to be influenced primarily by two factors.

1. The degree to which various segments of community colleges are organized.

2. The number of community colleges existing in the state.

It appears that states with more formal organization require paid professional staff; conversely, paid professional staff make possible more formal organization. In addition, it should be pointed out that in states with a greater number of community college districts, it is possible to spread the costs of paid professional staff over a much greater base, thus making the cost per district more economically feasible than for those states with fewer districts bearing the cost.

As might have been expected, the methods of financing state community college associations varied considerably. Many associations use a flat fee plus an amount, often on a sliding scale, for assessment based either on student headcount or on fulltime equivalent student figures. Other states utilize a step schedule with a fixed amount per headcount or fulltime student equivalent within given ranges. Finally, some states use a percentage of certain budgeted items as the method for determining each district's assessment.

Major activities engaged in by paid professional staff vary with the size of the budget. Naturally, larger budgets make possible the employment of professional staff with more experience and ability, many of whom exercise a truly leadership function and role, with some state association executive directors having previously served as community college presidents. Those states with smaller budgets tend to use their funds to employ staff to facilitate the work of the association, rather than performing direct leadership functions.

The range of activities of those organizations which fund paid professional staff varies as to comprehensiveness and detail. Generally speaking, association staff are involved in one or more of the following kinds of activities, in varying degrees:

1. State association meetings: arrange for regularly scheduled business meetings, including development of agenda items, arrange for facilities, and preparation and distribution of minutes.

2. State association annual conference: Coordinate and/or direct arrangements for annual state conference, including program development, arranging for facilities, publicity and registration.

3. Professional development for Trustees: Coordinate and/or conduct professional development workshops on identified topics for trustees, often including presidents.

4. Orientation sessions for new Trustees: Coordinate and/or direct an annual orientation session for newly elected or appointed local governing board members.

5. Information Exchange: On a regular basis, prepare newsletter for distribution to trustees and other interested parties containing items of interest to community colleges in the state. Provide other newsletters and communication media with information about trustee activities and concerns as needed or requested. Coordinate requests from other states and organizations for information concerning trustee activities in the state. Respond to requests from local boards for information concerning other colleges and the interests of community colleges in other states on common and mutual areas of interest.

6. Liaison with other state educational constituencies: Serve as contact for linkage and liaison with the community college state board, postsecondary commission, and other college and university organizations and trustees in the state.

7. Legislative liaison: Monitor legislation at state and national levels concerning areas of interest to community colleges and trustees. Represent local district board trustees position on pertinent legislation to legislators. Coordinate trustee association officers and members appearance and testimony before legislative committees.

The organization of community colleges varies greatly from state to state. Trustee associations in many cases are a relatively new phenomenon. Little work has been done to review and evaluate their activities and measure effectiveness in a systematic manner. While it is possible to collect a great deal of information about the organizations and their activities in each state, any assessment of effectiveness in achieving the goals and objectives of the associations remains highly subjective. Evaluations appear to vary greatly, depending upon the respondent. The reactions of community college president, local trustee, or paid professional staff offer wide divergence from each perspective. In some

instances, these opinions may seem to be diametrically opposed! This makes impartial analysis by an outsider a little difficult.

In the final analysis, the people who must be satisfied with the activities of any professional staff of either a trustee organization or presidents organization are the local organizations involved. No research appears to have been done to assess the views of local governing board members on this point in a systematic manner. Paid staff members must work closely with the officers or executive committee of the organization they represent. The ability of the executive committee to provide clear direction to staff and to monitor the accomplishments of the staff generally reflects the satisfaction felt by the organization that local funds which they invest in the form of dues yield adequate benefits to the local board and the college they govern.

RECOMMENDATIONS

1. A pattern of paid professional staff exists in many states with local community college district governing boards, and seems to be a national trend in community college trustee organizations. It would seem appropriate for the Arizona Association of District Governing Boards to investigate employing paid professional staff as a means of accomplishing its goals and objectives in a more systematic and timely manner.
2. Those states which have paid professional staff for their trustees organization appear to maintain strong linkage to the structure representing their community college presidents. It is essential that the Arizona local governing board members and college presidents continue to coordinate their efforts and work closely together to accomplish common objectives through their cooperative efforts

3. It must be recognized that there are a limited number of community college districts in Arizona to share the costs of any permanent paid professional staffing arrangement which might be contemplated. Therefore, it would seem wise to proceed in a logical, careful and cautious manner to strengthen and develop the Association of District Governing Boards. Possible initial staffing might be entered into on a trial, part-time basis. In order to provide adequate supervision of proposed staff, and to reduce overhead expenses for fixed costs (rent, utilities, telephone, etc.) it might be advisable to staff on a contract basis with another organization. The choice of this organization should be made carefully, and should be with an organization which fully supports and understands the goals and objectives of the Arizona Association of District Governing Boards. An offer of such an arrangement has been extended by Dr. Richard C. Richardson, Jr., Professor and Chair, Department of Higher and Adult Education, Arizona State University. Dr. Richardson's letter of November 7, 1979, is attached (See Appendix E.)

4. In order to appropriately support any proposed establishment of office staff, a dues structure should be considered, to provide equitable sharing of expense by all districts. Funds for staff may be effected by adopting a dues structure related to size of the several districts and their fiscal ability. Examples of possible funding plans incorporating a flat fee plus assessment per student are attached. Table III projects assessment for each district using 4 alternate plans, based on Spring 1978 enrollment. Table IV shows a projection of the assessment for each district as it would have been for each of the four plans had they been adopted, using Spring 1979 45-day headcount as a basis for assessment.

5. In order to maintain liaison and networking with other organizations associated with the issues and concerns affecting all community colleges, it would seem advisable for the Arizona Association of District Governing Boards to maintain contact with national organizations dedicated to pursuing common goals and objectives for community colleges. One such organization is the Association of Community College Trustees, located in Washington, D.C. It is recommended that the Arizona Association of District Governing Boards investigate the possibility of becoming an affiliate member of the Association of Community College Trustees.

TABLE III

District Assessments
Using Spring 1978 Enrollments

	Plan A	Plan B	Plan C	Plan D
Cochise	1,000.00	500.00	500.00	1,000.00
(4,189)	418.90	209.45	628.35	209.45
	1,418.90	709.45	1,128.35	1,209.45
Graham	1,000.00	500.00	500.00	1,000.00
(3,534)	353.40	176.70	530.10	176.70
	1,353.40	676.70	1,030.10	1,176.70
Maricopa	1,000.00	500.00	500.00	1,000.00
(53,804)	5,380.40	2,690.20	8,070.60	2,690.20
	6,380.40	3,190.20	8,570.60	3,690.20
Mohave	1,000.00	500.00	500.00	1,000.00
(3,579)	357.90	178.95	536.85	178.95
	1,357.90	678.95	1,036.85	1,178.95
Navajo	1,000.00	500.00	500.00	1,000.00
(4,416)	441.60	220.80	662.40	220.80
	1,441.60	720.80	1,162.40	1,220.80
Pima	1,000.00	500.00	500.00	1,000.00
(22,417)	2,241.70	1,120.85	3,362.55	1,120.85
	3,241.70	1,620,85	3,862.55	2,120.85
Pinal	1,000.00	500.00	500.00	1,000.00
(6,127)	612.70	306.35	919.05	306.35
	1,612.70	806.35	1,419.05	1,306.35
Yavapai	1,000.00	500.00	500.00	1,000.00
(4,797)	479.70	239.85	719.55	239.85
	1,479.70	739.85	1,219.55	1,239.85
Yuma	1,000.00	500.00	500.00	1,000.00
(4,107)	410.70	205.35	616.05	205.35
	1,410.70	705.35	1,116.05	1,205.35
Total Assessment (106,970)	19,697.00	9,848.50	20,545.50	14,348.50

TABLE IV

Alternative District Assessment Plans

Plan A	
9 Districts @ $1,000	9,000.00
106,970 Students @ $.10	10,697.00
	19,697.00
Plan B	
9 Districts @ $500	4,500.00
106,970 Students @ $.05	5,348.50
	9,848.50
Plan C	
9 Districts @ $500	4,500.00
106,970 Students @ $.15	16,045.50
	20,545.50
Plan D	
9 Districts @ $1,000	9,000.00
106,970 Students @ $.05	5,348.50
	14,348.50

February 6, 1980

Dear

The Arizona Community College Presidents Council is interested in obtaining information about the structure of community college associations in other states, and have asked me to write to you to see if you could help us out.

Could you please tell us how the local trustees and college presidents are organized in your state? If they are organized, are both groups part of the same group, or are they separate groups? We are also interested to know if there is any paid staff serving these groups apart from the state level funded personnel.

We would really appreciate any information you can furnish to us regarding these questions. It would also be very helpful if you could forward copies of any documents or information you may have available on both local trustee organizations and also for college president organizations.

Thank you very much for anything you can furnish to us.

Sincerely,

Bettie Clemans
President
Arizona Coordinating Council on Resource Development

BC/mp

APPENDIX B

STATES WITH LOCALLY ELECTED COMMUNITY COLLEGE GOVERNING BOARDS

States with locally elected governing boards for community colleges include: Arizona; Arkansas; California; Illinois; Iowa; Kansas; Michigan; Missouri; Oregon; Texas; Wyoming. Summary of information concerning the community college systems in these states is given below.

ARIZONA

There are nine community college districts, governed by locally elected boards with coordination supplied by the State Board of Directors for Community Colleges, which is appointed by the Governor. One representative from each of the fourteen counties in the state is named, plus ex-officio members as follows: State Superintendent for Public Instruction; Deputy Associate Superintendent for Vocational Education; Representative from the Board of Regents for the states universities. There is a state funded paid staff, headed by an Executive Director, with offices in Phoenix.

Local governing board trustees have recently organized into a non-profit corporation, The Arizona Association of District Governing Boards, with one delegate representative from each of the nine organized distriats in the state. There are presently no dues and no paid staff.

The chief administrative officers of the sixteen community colleges in the state have an informal organization, The Arizona Community College Presidents' Council, with regular monthly meetings scheduled. There are no dues and no paid staff. The AADGB and the ACCPC work in close cooperation with one another, with coordination of both organizations maintained with monthly meetings of the State Board. Liaison is provided by staff of the State Board as necessary.

ARKANSAS

Six community colleges are governed by local boards with coordination by the State Board of Higher Education, which is also the State Community College Board. There are also three two-year university branches governed by their respective parent institutions.

Arkansas community college system is relatively new, with only two community colleges existing as recently as six years ago. The six community colleges have worked together during the past two years to establish a statewide organization of community college trustees. However, at the present time this is very loosely structured and relatively inactive.

The Association of Community and Junior Colleges in Arkansas holds an annual meeting to coordinate planning. There is presently no paid staff.

Presidents of the six state community colleges meet on a monthly basis to discuss common problems and interests to the community college system.

Presidents of the community colleges and the universities currently meet as the Presidents and Chancellors Committee on a monthly basis, informally. There is no paid staff.

CALIFORNIA

California has the largest, most highly organized community college system in the nation. At the state level, the California Postsecondary Education Commission (CPEC), formerly the Coordinating Council for Higher Education, is the state agency which controls the tripartite system of universities, state colleges, and community colleges. The state coordinating agency for the one hundred and six public community colleges is the Board of Governors of California Community Colleges (BGCCC). The state community college districts are governed by seventy locally elected boards of trustees, of from five to seven members each.

The California Community and Junior College Association (CCJCA) is a voluntary corporate organization serving both public and private two-year colleges, a total of one hundred and nine institutions. District membership fees are charged, which entitles all staff, trustees, faculty administrators and students to be members. There are no individual memberships. A twenty-one member Board of Directors governs a Delegate Assembly; all colleges and districts and segments are represented in a Delegate Assembly; a network of Commissions carry out advocacy and services for the CCJCA mission. Sixteen Commissions are under a Council on Commissions. A professional staff is located at Sacramento, consisting of Executive Director and ten staff members. An annual meeting is held.

The California Community College Trustees (CCCT) serves member boards as an autonomous organization affiliated with the California School Boards Association (K-12). A wide range of services to members is made available through a fulltime staff and consultants. Costs are covered by annual membership dues; services include legislative representation, research, legal services, federal representation, publications, liaison services with other state groups.

The Association of California Community College Administrators (ACCCA) is a voluntary association of chief executives of community colleges in California.

Other community college related organizations in California include:

State Department of Education
Faculty Association of the California Community Colleges (FACCC)
Academic Senate of the California Community Colleges (ASCCC)
California Community College Student Government Association (CCCSGA)
California Federation of Teachers (CFT)
California Teachers Association (CTA)

ILLINOIS

The Illinois Board of Higher Education (IBHE) is the highest state authority for community colleges, and can overrule not only local boards but also the state appointed board. The state level coordinating board, Illinois Community College Board (ICCB), is responsible for statewide planning, coordination and leadership for the thirty-seven locally elected boards; one board appointed by the mayor of Chicago; one board appointed by the Governor. ICCB makes recommendations to the IBHE.

The Illinois Community College Trustees Association (CCTA) exists under law to "provide for the expenses of associations formed for the purpose of conducting institutes, dissemination and interchanging information regarding community college board problems, duties and responsibilities." The ICCTA employs staff separate from state funded personnel. This staff assists chief administrators organization and works closely with staff and members of ICCB. Because of its unique position, ICCTA is able to aggressively advocate the cause of locally governed community colleges with legislative and executive branches of state government.

The Illinois Council of Public Community College Presidents (ICPCCP) is a loosely organized group of chief executive officers which meets monthly, under a formal constitution. The group is recognized as advisory to ICCB, works cooperatively with ICCTA. Professional staff of OCCTA gives time and resources to assist ICPCCP, in what is view by many as a system which works extremely well.

IOWA

Twelve community college districts and four area vocational-technical districts are governed by local area boards of directors under the coordination of the Department of Public Instruction, as are K-12 Public Schools. There is no state community college board.

The Iowa Council of Area School Boards (ICASB) is made up of trustees, with one representative from each of the fifteen college districts. It employs a fulltime Executive Director and three fulltime staff members.

The Merged Area Superintendents' Association (MASA) is made up of chief administrative officers of the community colleges. No paid staff is employed.

These two groups meet separately, with no clearly defined relationship between the two groups. Having no staff, the presidents' group relies on work which is assumed by member presidents above and beyond their regular work assignments. Some coordination is offered at the state level between these two groups and other sub-groups organized within the state.

KANSAS

The nineteen community junior colleges in Kansas are governed by elected boards of trustees; in addition there is a public Indian community college and a state technical institute. All community college personnel in Kansas are organized under the Kansas Association of Community Colleges (KACC). This organization includes Trustees' Organization, Administrators' Organization, Faculty and Student organizations. Each group is organized with its own officers, and each holds separate meetings. Membership in KACC is by institution, dues paid on a base membership plus assessment on FTE enrollment.

KACC is governed by a delegate assembly, consisting of one faculty delegate, one administrator delegate (the president), one trustee delegate, and one student delegate from each of the nineteen colleges. A paid staff is employed, consisting of an Executive Director and other staff, with offices maintained in Topeka. This organization is set up under Kansas law as a non-profit educational corporation.

The Presidents meet monthly; Trustees meet three times a year and an annual two-day meeting and seminar is held. Faculty meet regionally. Students do not meet often. One large convention is held each year in October for all personnel.

MICHIGAN

The State of Michigan has twenty-nine public community and junior colleges, each with autonomous boards of trustees and administrators. There is no state office. The Department of Education acts in a coordinating and planning role and is advised by the Board for Public Community and Junior Colleges.

Michigan Community College Association (MCCA) is a non-profit educational corporation which combines service to trustees and presidents' organizations. A paid staff serves both groups. The Michigan Trustees Committee and the Michigan Presidents Committee are both part of the MCCA organization. The chief administrator and one trustee of each local trustee group are official delegates and voting members to the parent organization (MCCA). Each member college has one vote. Annual dues are charged to member colleges on a base rate plus FTE assessment on a sliding scale.

MISSOURI

Ten community colleges are governed by local boards of trustees with coordination by the State Board of Education.

OREGON

The thirteen community colleges are governed by local boards of trustees with coordination provided by the State Board of Education.

The Oregon Community College Association (OCCA) is an organization which includes each of the thirteen community colleges plus one education district in the state. The OCCA organization serves both local elected trustees and presidents. An executive board consists of two presidents and two board members.

Dues are paid by all district members at a flat fee plus a percentage, based on FTE students. An Executive Director and fulltime paid staff are located in offices in Salem.

There is a separate Council of Presidents under the Department of Education which meets once a month.

TEXAS

Forty-seven community college districts are governed by local boards of trustees coordinated by a coordinating board of the Texas College and University system. A State Technical Institute is governed by the Board of Regents of Texas State Technical Institute; two-year university branches are under the control of the parent institution's board.

Prior to 1975 there was an office of Director of Junior College Education which handled junior college matters. In 1975 the Texas legislature passed legislation authorizing the State Board of Education to contract with The Coordinating Board, Texas College and University System, for administration and supervision of postsecondary vocational and technical education programs in public institutions of higher education.

Texas Public Community/Junior College Association (TPC/JCA) is a voluntary association of community/junior colleges with all forty-seven districts as members. Voting representative is the chief administrative officer of the district. TPC/JCA serves as representative in financial and legislative matters; holds two annual workshops for presidents; normally meets once a month during legislative session. A fulltime paid staff is maintained with offices in Austin.

The Junior College Teachers Association (5,000 members) employs an Executive Secretary and office staff to work with college faculty members in many areas, specifically to develop the annual convention of the organization.

The Texas Association of Junior College Boards of Trustees and Administrators is the only official trustee organization in the state, and meets once a year in Austin for lunch in conjunction with the TJCTA convention, to bring together the presidents of the private and public junior colleges in the state to discuss mutual concerns.

WYOMING

Seven community colleges are governed by district boards coordinated by Wyoming Community Colleges Commission.

In Wyoming, local trustees are elected by the voters of college districts.

The Wyoming Community College Commission consists of nine members appointed by the Governor, with advice and consent of the Senate. One member is appointed

from each of the seven community college districts, and two members are appointed from non-college area, with the Governor and State Superintendent of Public Instruction as ex-officio members.

The Community College Commission serves as coordinating agency for community colleges, maintaining liaison with each community college and the University of Wyoming. This Commission has overall responsibility to form recommendations on community college needs and submit them to the Governor and Legislature.

There is a State Association of College Trustees. An assessment of $200 per district helps cover expenses. A separate President's Council operates. No separate staff exists to support either organization. Chairmen of each group provide necessary secretarial services.

APPENDIX C

STATES WITH APPOINTED LOCAL COMMUNITY COLLEGE GOVERNING BOARDS

States with appointed local governing boards for community colleges include: Colorado; Connecticut; Florida; Maryland; Mississippi; Nebraska; New Jersey; New York; North Carolina; Ohio; Oklahoma; Pennsylvania; Washington; Wisconsin. Summary of information obtained on the community college systems in these states is given below.

COLORADO

Colorado has a State Board for Community College and Occupatinnal Education (SBCCOE), which coordinates three community colleges governed by local boards of trustees and governs eight state community/junior colleges; there is one two-year university branch. Each institution has a College Council to interact with the State Board and the local community. There is also a Colorado Commission on Higher Education, active in student financial aid and outreach instruction.

CONNECTICUT

A board for Higher Education is appointed by the Governor, who also appoints a sixteen member Board of Trustees for Regional Community Colleges to govern the twelve regional community colleges. The Board of Trustees appoints a regional council for each college, which has an advisory role. There are five two-year State Technical Colleges governed by their state board, advised by a local regional council. A central office staff coordinates efforts of twelve regional community colleges.

FLORIDA

Governance of twenty-eight community colleges in Florida is handled by local boards of trustees. The State Board of Education, Division of Community Colleges, handles coordination of the state structure, with a Director advised by the State Community College Council.

Florida was a pioneer in developing a community college master plan, and has pioneered the development of a community college association unlike any other in the nation.

The Florida Association of Community Colleges, founded in 1949, is a professional educational association, encompassing all community college employees and trustees. FACC membership represents all facets of community college structure, both internal and external. Membership is open to all employees, trustees and others who are interested in the community college system. Internal Commission sturcture enables FACC to serve Trustees Commission, Administrators Commission, plus others. Its leaders feel this organization is unique and successful.

MARYLAND

The seventeen community colleges are governed by local boards of trustees with coordination by Maryland board for community colleges.

MISSISSIPPI

The State Board of Education, State Junior College Commission, Division of Junior Colleges, handles coordination in Mississippi. Each of its sixteen districts has a local board of trustees which has final decision-making authority, along with administrators.

The Mississippi Junior College Association has presidents of public junior colleges as institutional representatives and acts as a forum to address topics of statewide impact. Presidents meet monthly. Sub-organizations include academic deans, student personnel officers, business managers, band directors, coaches, etc.

Trustees have a separate organization, but depend totally upon the presidents for organization and assistance. MJCA has no Paid staff, but the Director of the Division of Junior Colleges, State Department of Education, serves the organization as Secretary.

NEBRASKA

The Nebraska Technical Community Colleges are not organized into a state system. There are six autonomous Technical Community College Areas in the state, supported by a combination of tuition, local property tax, and state aid governed by local board of trustees with coordination by the Nebraska Coordinating Commission for Postsecondary Education. The two year university branch is under its parent board control.

The Nebraska Association of Community College Trustees is a voluntary association of trustees from all six areas, serving as an umbrella for coordination and cooperation among the Areas.

A Council of Presidents is organized informally, meets monthly, and uses the auspices and resources of NACCT. Paid staff for NACCT consists of an Executive Secretary, a Legislative Counsel, and a half-time Assistant Executive Secretary. Expenses of the office are paid from dues assessed the six Areas.

NEW JERSEY

New Jersey statutes provide for establishing in the Department of Higher Education a Council of County Colleges, consisting of presidents and chairmen of boards of trustees of the several county colleges, with the Chancellor as ex-officio without vote. Fifteen community colleges and one County Coordinating Agency for Higher Education are governed by local boards of trustees, with coordination by the State Board of Higher Education.

"The Council will serve as a means of communication between the county colleges and staff from the board of higher education will constitute for the Council and for the individual county colleges a resource center to aid them in planning, act as a clearing house of information, and provide continuing field services." (Title 18A: 64A-29 New Jersey Statutes Annotated)

NEW YORK

The Thirty-eight community colleges are governed by local board of trustees with coordination by State University of New York board of Trustees. There are also eight technical branches of the State University.

The Association of Boards and Councils of the Two-Year Colleges of the State University of New York (SUNY) includes as eligible members any two-year college organized and existing under the laws of the State of New York and under SUNY, including community colleges of the Board of Higher Education of New York City. Dues are set by the Executive Committee. The Chairman of each member Board or Council (or designee) serves as member of the ABC Board of Delegates. There is a paid staff, including an Executive Secretary.

NORTH CAROLINA

Twenty-three community colleges and thirty-seven technical institutes are governed by local boards of trustees with coordination by the State Board of Education. The North Carolina Trustees Association of Community Education Institutions, Inc., (NCTACEI) is comprised of boards of trustees of the fifty-eight institutions which make up the North Carolina Community College System. Membership is by institution, with all institutions belonging. Presidents are not officially members of the

association, but are invited and urged to attend all association meetings other than business meetings. NCTACEI has a paid staff, functions apart from state level funded personnel. Olson Management Group, an association management company, provides staff for the association.

The President's Association is a separate and distinct group of presidents of each institution, has no paid staff other than state funded personnel.

OHIO

Five community colleges, two state community colleges, sixteen technical colleges, are governed by local boards of trustees with state coordination by Ohio Board of Regents. There are twenty seven two-year university branch and technical colleges, controlled by the parent institution boards.

OKLAHOMA

Eight state community/junior colleges are governed by individual Boards of Regents. Six two-year state colleges and state University branches are governed by a multi-institution board. There is one municipal junior college with its own governing board. All are coordinated by the Oklahoma State Regents for Higher Education, the state's statutory plan for public education beyond the high school. Governing boards of Regents of Oklahoma colleges and universities are appointed by the Governor and confirmed by the Senate. A constitutional board, the Oklahoma State Regents for Higher Education, is responsible for presenting budget needs for the entire state.

The Oklahoma Association of Community and Junior Colleges ( ) is an organization open to any Oklahoma junior college which is accredited has active membership in AACJC, and/or has accreditation by the State Re Higher Education. Each active member is entitled to one representati faculty in addition to the chief administrative officer (or designee.) In ons pay dues from a minimum of $200 for colleges with fewer than 500 FTSE to $ or colleges over 2001 FTSE. There is no paid staff.

There is no state organization of the Boards of Regents. Pre ients meet on a monthly basis, but do not have a separate organization.

PENNSYLVANIA

There are fourteen community colleges in Pennsylvania, each with a local sponsor, an existing tax authority, such as a school district or county commissioners. The local sponsor appoints a board of trustees which has direct control over the community college, under the coordinatinn of the State Board of Education.

Pennsylvania Association of Colleges and Universities (PACU), is an umbrella organization which sets up Commissions, among which is the Commission for Community Colleges.

The Pennsylvania Federation of Community College Trustees (PFCCT) includes both Presidents' organization and trustees organization. The community colleges pay dues to support the organization of Presidents, the Commission for Community Colleges and the PFCCT, with PFCCT taking 30% of the budget. There is a paid staff consisting of an Executive Secretary and other staff member; 20% of staff time is given to PFCCT, with 80% of staff time given to the Commission for Community Colleges. Dues start at $2750 Annually, plus a sliding fee based on previous fall FTE increments ranging for $1 for 1-1,000 down to 10¢ for 6,000+.

WASHINGTON

Twenty-three community college districts are governed by local boards of trustees with coordination by state board for community college education.

Washington has twenty-seven community college campuses and one hundred and ten trustees, all appointed by the Governor, usually on recommendation of a

legislator. The State Board for Community College Education houses the Washington State Trustees Association (WSTA.) One-third of the salary of the Legislative Coordinator and Secretary in that office is paid for by the Trustees Association. Dues are $150 per district annually, plus 5¢ per FTE student.

There are two separate organizations for trustees and presidents. The presidents' association is known as the Washington Association of Community Colleges (WACC) and the trustees' association is known as the Trustees Association of Community Colleges (TACC.) Each is organized separately, although presidents are invited to TACC meetings.

Neither employs paid staff, although it has been considered. Both organizations work closely with the State Board and its staff, in what has generally been viewed as a constructive and harmonious relationship. Debate has centered on how this relationship would be effected if either or both organizations employed staff; some feel effectiveness politically would be enhanced, while others feel the present harmonious relationship would be disrupted.

WISCONSIN

Sixteen technical institutes are governed by local district boards with coordination by the Board of Vocational Technical and Adult Education. There are also fourteen two-year State University branches governed by the University of Wisconsin Board of Regents.

The Wisconsin Vocational Technical and Adult Education (VTAE) system is a postsecondary, technical institute/college system that began in 1911. District Directors of the sixteen districts have been formally organized for over 30 years. There is a very close relationship with the Wisconsin VTAE State Board and the Wisconsin VTAE Boards Association.

The Wisconsin Association of Vocational Technical and Adult Education Administrators Association is a separate organization, with by-laws presently being revised. Both the Boards Association and the Administrators Association have no paid personnel, nor state-funded personnel. Over the years the commitment of dedicated local board members and administrators have given of their time to develop effective organizations and it is felt by many that this is one of the reasons Wisconsin has been able to develop a uniquely successful, nationally recognized, well funded, technical institute/college system. Both organizations are funded from the budgets of the sixteen districts.

APPENDIX D

STATES WITH STATE LEVEL CONTROL OF COMMUNITY COLLEGES

ALABAMA

The State Board of Education governs twenty state junior and community colleges and thirteen state technical colleges.

ALASKA

The Board of Regents governs the twelve community colleges which are branches of the University of Alaska

DELAWARE

Delaware Technical and Community Colleges have four campus, governed by one Board of Trustees.

GEORGIA

Seventeen public two-year colleges are governed by the Regents of the University system of Georgia. One community college is governed by a local school district.

HAWAII

The University of Hawaii Community College System runs the seven community college branches, under the governance of the Board of Regents.

IDAHO

Two community colleges are governed by local boards of trustees under the control of the State Board of Education.

INDIANA

Indiana Vocational Technical College Trustees provide governance for thirteen constituent institutions, each with an advisory board. A State Junior College is governed by Vincennes University.

KENTUCKY

Thirteen community colleges are in a State University System, governed by the University of Kentucky Board of Trustees, with local advisory boards for each college. One community college is under Western Kentucky University. An office for community college programs is located at E. Kentucky University in Richmond.

LOUISIANA

Louisiana State University Board of Supervisors governs 2 community college campuses; Southern University at Shreveport has a community college branch; the Board of Trustees for State Colleges and Universities governs one; two local high schools have grades of 13-14, called community colleges.

MAINE

Two community colleges are governed by the University of Maine Board of Trustees; six vocational-technical Institutes are under the control of the State Board of Education.

MASSACHUSETTS

Fifteen community colleges are regional and controlled by Massachusetts Board of Regional Community Colleges, with local advisory boards. One municipal junior college is city-funded and governed. Two technical Institutes are part of the Regional Vocational Districts.

MINNESOTA

Eighteen community colleges are governed by the State Board for Community Colleges. Each institution has a local advisory board. Three two-year technical colleges are under the control of the University.

MONTANA

Three community colleges are governed by local boards of trustees with coordination by the Board of Regents of Higher Education.

NEVADA

Five community college campus locations of the University of Nevada Community College system are governed by the University of Nevada Board of Regents and have local advisory boards.

NEW HAMPSHIRE

There are no community colleges in New Hampshire. The New Hampshire Vocational Technical College operates six vocational-technical colleges and one technical Institute, under the State Board of Education.

NEW MEXICO

Eastern New Mexico University has two community college locations; New Mexico State University has four community college locations; University of New Mexico has one branch community college location; these seven branch community colleges are governed by the Boards of Regents of the parent universities with local school boards serving as advisory boards. There is a constitutional two-year military Institute and a constitutional community college and a vocational-technical Institute. District (community) junior colleges have local boards of trustees coordinated by the State Board of Education.

NORTH DAKOTA

Two public junior colleges are governed by local school boards with coordination by the State Board for Higher Education and the State Board for Vocational Education. Two two-year University branches are governed by the parent institution boards. A State School of Science is governed by the State Board of Higher Education.

RHODE ISLAND

The single state community college is governed by the Board of Regents for Education.

SOUTH CAROLINA

The sixteen post-secondary colleges and centers are governed by local area Commissions, and are coordinated by the State Board of Technical and Comprehensive Education. Five two-year branches of the State University of South Carolina are governed by its board.

SOUTH DAKOTA

There are no community colleges in this state. There is one Indian college governed by the Tribal Council, and a state college branch controlled by its parent board.

TENNESSEE

Ten state community colleges are governed by the State Board of Regents. Each community college has a local advisory board. Three technical Institutes are governed by the State Board of Education.

UTAH

Five public two-year colleges are governed by a State Board of Regents. Each may have a local advisory council.

VERMONT

There are only two public two-year institutions which are governed by a public corporation, Vermont State Colleges, Inc. Each college has a local advisory board.

VIRGINIA

Twenty-five community colleges are governed by the State Board for Community Colleges, with local community college boards as advisory bodies.

WEST VIRGINIA

A total of seven state and university community colleges with thirteen branches are under the control of West Virginia Board of Regents. Three are independent; four are four-year university branch campuses. Each may elect to appoint an individual advisory council.

ARIZONA STATE
UNIVERSITY TEMPE, ARIZONA 85281

DEPARTMENT OF HIGHER AND ADULT EDUCATION (602) 965-6248 965-3643

November 7, 1979

Dr. Mel A. Everingham, President
Central Arizona College
Coolidge, Arizona 85228

Dear Mel,

I was interested in your comment about the need for staff assistance for Community College Presidents and possibly the Association of Community College Trustees. You probably already have a well developed idea of how this need can best be met, but in the event you are still considering alternatives, let me advance one possibility for you.

We could guarantee you each year the pick of our doctoral students interested in graduate associate position. I would need to check with the Dean but I believe we could provide office space, telephone, and secretarial support (duplicating, etc.) at a very modest cost. Alternatively, we could provide the graduate associate and you could house him/her at a location of your choice. Under either arrangement the graduate associate would report to the Chair of the Community College Presidents.

We could provide the day to day supervision that might be required as well as the continuity that would make it possible for the position to serve you effectively even though it would be filled by a different person each year. The assignment would draw top drawer, experienced doctoral students because of the advantages of working directly with community college presidents.

This alternative would only be desirable if you don't want to spend the funds at this point to hire someone full-time. It would be a way of getting started that would give you a good level of service at minimal cost without long range commitments until your organization decided to move to a full time person.

The costs of this arrangement could be the following:

1. Half-time Graduate Associate (20 hours per week for the fiscal year) - approximately $6,000.

2. Fringe Benefits are not payed to Graduate Associates.

3. Half-time Secretary - approximately $4,000 (Reduce if you feel less is needed).

4. Travel -$600 -$1,000 depending on how much travel you want him/her to do.

5. Duplicating, supplies, phone - whatever it costs at our own internal rates.

6. Office space - would negotiate with the Dean of College of Education.

I would guess that for $15,000 you could have a half-time graduate associate, a half-time secretary and an adequate operating and travel budget. Obviously, this could be scaled down if your level of operation was less.

This alternative is advanced out of a desire to be helpful and because of our priority on finding meaningful support opportunities for our doctoral students. If you and your colleagues are interested I would be happy to discuss the matter further. There may be variations of this alternative or even other alternatives that would be better. If we can help as you deal with this issue, we would like to.

I enjoy attending meetings of the presidents and appreciate your courtesy in including me.

Sincerely,

R. C. Richardson, Jr.
Professor & Chair

RCR:ra

BIBLIOGRAPHY

Bender, Louis W. The States, Communities, and Control of the Community College; Issues and Recommendations. Washington, D.C.: American Association of Community and Junior Colleges, 1975.

Campbell, Ronald. "Local Control - Myth or Reality." Community and Junior College Journal, May 1978, pp. 48-50.

Charles, Searle F. (ed.) "Balancing State and Local Control." New Directions for Community Colleges, No. 22. San Francisco: Jossey-Bass, Inc., Publishers, 1978.

Coordination and Governance in Colorado Postsecondary Education. Denver: Colorado State Board of Community Colleges and Occupational Information. 1977.

"The Changing Role of the Community College Trustee; A Brief Prepared for the 6th Annual Convention of Community College Trustees." ERIC Clearinghouse for Junior Colleges, UCLA (1975).

Community, Junior, and Technical College Directory 1978. Edited by Sandra L. Drake. Washington, D.C.: American Association of Community and Junior Colleges, 1978.

Community, Junior and Technical College Directory 1979. Edited by Fontelle Gilbert. Washington, D.C.: American Association of Community and Junior Colleges, 1979.

Drake, Sandra L. A Study of Community and Junior College Boards of Trustees. Washington, D.C.: American Association of Community and Junior Colleges, 1977.

Gomberg, Irene L., and Frank J. Atelsek. Composition of College and University Governing Boards. Washington, D.C.: American Council on Education, 1977.

Hall, George L. State Boards for Community Colleges: An Analysis of Concepts and Practices. Gainesville, Florida: Institute of Higher Education, University of Florida, 1974.

McLeod, Marshall W. Patterns of Responsibility: Statutory Requirements of Community College Local Boards of Trustees. Association of Community College Trustees. Washington, D.C., 1979.

Martorana, S. V., and W. Gary McGuire. "Survey Confirms Trend Towards State Control." Community and Junior College Journal. September, 1976, pp. 8-9, 16-17.

Martorana, S.V., and Lawrence A. Nespoli. State Legislation Relating to Community and Junior Colleges, 1976. University Park, PA: Center for the Study of Higher Education, Penn State University, 1977.

APPENDIX F

NOV 7 1980

UNIVERSITY OF CALIFORNIA
ERIC CLEARINGHOUSE FOR
JUNIOR COLLEGES
96 POWELL LIBRARY BUILDING
LOS ANGELES, CALIFORNIA 90024